



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## Educational Writings

### REVIEWS AND BOOK NOTES

*Industrial education in a democracy.*—During a period of social and industrial dissension it is natural that men should blame the country's educational system for the conditions, and in the same breath call upon that system for a constructive program looking toward social and industrial conciliation. The conflict in which we find ourselves at present is a challenge to the educational forces of the nation. A timely contribution<sup>1</sup> to a constructive program has been made by Roy Willmarth Kelly, sometime director of the Harvard University Bureau of Vocational Guidance, and now manager of industrial relations of the Associated Oil Company of California.

While the book is addressed primarily to industrial managers, it has much of value for the educator who is interested in the general field of vocational education and guidance. Mr. Kelly indicates the aim of his volume in the Preface as follows:

Of the more than eight million persons engaged in industrial pursuits in the United States, not one-third have had a grammar-school education. Those who have had any effective vocational training represent a much smaller proportion of the total. Although it is difficult to estimate the exact amount of the economic and social losses resulting from the lack of education or faulty education, it is quite certain that the aggregate is extremely large. The purpose of this volume is to indicate what some of these losses are, to point out the more important difficulties to be overcome in preventing them, and to suggest a practical program for future action [p. ix].

The school administrator will develop particular interest in chapter iii which reviews the history of "The Earlier Forms of Apprenticeship," and in chapter ix, which summarizes present tendencies to formulate "The New Apprenticeship." These chapters will be of like value to those in charge of educational and apprenticeship activities in industrial establishments. New plans and policies are compressed into twenty pages of reading matter.

One of the most suggestive chapters in the book deals with the "Relation of the Employment Manager to Industrial Training." The author believes that an employment manager with proper training and spirit can contribute effectively to the progress of society. He says:

It is only rarely that a concern without centralized control of employment is able to co-operate effectively with vocational guidance agencies or with other organ-

<sup>1</sup> ROY WILLMARTH KELLY, *Training Industrial Workers*. New York: Ronald Press Co., 1920. Pp. xxi+437. \$5.00.

ized efforts to improve social conditions in the community. . . . The application of scientific principles and methods will do much to hasten the solution of such problems as those of fatigue, the use of non-financial incentives, increased enjoyment of work, the selection, training, and advancement of employees, the adjustment of machines and methods to suit the psychology of the worker [p. 124-25].

He adds that "substantial advancement is now being achieved and can be hoped for in much larger degree through the efforts of trained men and women who approach these questions from the practical, scientific point of view of staff specialists." The employment manager of the new industry is in many ways a "human engineer."

The last two chapters, "A New Emphasis in Education" and "Fixing Responsibility for the New Program," set forth most pointedly Mr. Kelly's ideas of the reconstruction that must accompany a change for the better in industry and likewise in society. He stands squarely upon the conviction that "it is no less important that the thousands of employees in the ranks of industry should be taught something of the simple elements of economics, the historic origin of present conditions, the principles of scientific method and the fundamentals of good government, than that university students should do research work in libraries and laboratories" (p. 321). This lack of knowledge on the part of the workers is at the root of much of the "obstruction tactics" indulged in by both labor leaders and industrial executives. Therefore, there must be a new emphasis in education. "It must further the advancement of every class and it must utilize all resources in discovering and promoting men and women who make the less spectacular but vitally necessary minor contributions to progress" (p. 329). The responsibility for the new program lies with the state, but the expense in certain cases should be borne in part by the individuals served and in part by the industry which is to profit by such training.

Mr. Kelly's book is a noteworthy contribution to a constructive educational program designed to harmonize the conflicting social and industrial tendencies of the day. Its scope is broad. There are numerous sections devoted to the more technical details of administering industrial training within factory walls. All of it is valuable for the industrial educator or manager but of less importance to the public-school official. A series of well-arranged appendixes presents a mass of information relative to the educational schemes of a number of corporations, as well as condensed information concerning the several educational surveys that have been made during the past few years. The general usefulness of the book is enhanced by the care that has been devoted to its mechanical arrangement, to the compiling of a good index, and to the elaboration of an extensive bibliography.

---

*Suggested reconstructions in home economics.*—For some time it has been apparent to students of curriculum-making that we are drifting, with little agreement either as to the objectives of education or as to the means to be